

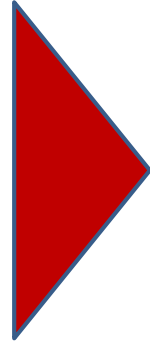


GPE System Transformation and System Capacity Grants

Presented at the AJESR 2026 Working Sessions: 8th to 10th April 2026

System Capacity Grant (SCG) Performance-Progress

WINDOW 1: Strengthen gender-responsive planning and policy development for system-wide impact

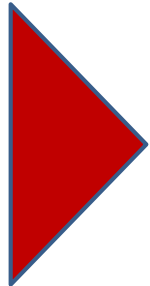


Mainstream and integrate gender in sector Policy, Planning, implementation and M&E (gender Diagnostic Study;

Support development and review of the Zanzibar Education Sector Transformation Plan (ZESTP)

- The Gender diagnostic study report is in place
- The gender mainstreaming guidelines are under development-deadline set for June 2026
- ZESTP Development completed
- Review of the Sector Plan is scheduled for 2027

WINDOW 2: Mobilize coordinated action and financing to enable transformative change

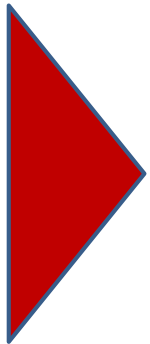


Establish systems to 'track education sector spending

Develop system for School Operating Budgets (SOB)

- The MoEVT is working with POFP to revive the COFOG- The system revamping is at its final stages
- Lessons learned study is being undertaken to inform course correction on the distribution of SOBs to schools-By June 2026

WINDOW 3: Strengthen capacity, adapt and learn, to implement and drive results at scale



Develop a national Master M&E Framework and online system for the Education Sector

Undertake Learning Assessment at the Lower Grades

Identify and undertake capacity development activities

- Planning, M&E Framework has been developed;
- The Prototype for PM&E System has also been developed-the consultant is continuing with development of the system
- The first learning Assessment (Sampled EGRA/EGMA has been conducted in 2025. Second is planned for year 2027
- Capacity development activities are ongoing

System Capacity Grant (SCG): Expenditure

Activity	Activity	Allocated Funding	Percentage (%) spent
1.1.1	Conduct gender diagnostic study and recommend solutions	40,811	80%
1.1.2	Develop education gender mainstreaming guidelines	17,030	21%
1.1.3	Orientation of education officers on gender mainstreaming	14,421	0%
1.2.1	Undertake ZESTP Appraisal-To be done at mid term review	11,200	for 2027
1.2.2	Support to Mid-Term Review of ZESTP	19,200	for 2027
2.1	Establish systems to track education sector spending-COFOG	76,000	7%
2.2	Develop system for School Operating Budgets (SOB)	96,000	10%
3.1	Develop national Master M&E Framework and online system	73,680	7%
3.2.1	Undertake Learning Assessment at Lower Grades (First)	106,710	100%
3.2.2	Undertake Learning Assessment at Lower Grades (Second)	70340	For 2027
3.3	Capacity development activities	89,390	17%
	Percent Spending (Fourth Phase)	614,782	30%

Total Grant all phases: US\$ 1,300,000.

Spent All phases: 869,652 (67%)

The grant deadline is June 2026

The Ministry is planning to request for one year extension to complete the remaining activities

Progress on STG Fixed Tranche Interventions

INTERMEDIATE OUTCOME 1: PRE PRIMARY AND PRIMARY EDUCATION CBC ROLLED OUT

- ▶ Teaching & Learning Materials (Output 1.1)
 - ▶ Textbooks & teacher guides distributed (99% coverage)- PTLMAP
 - ▶ Improved access to curriculum-aligned materials across all schools
 - ▶ Challenge: Enrolment data mismatches caused minor distribution inefficiencies
 - ▶ Grade 5 & 6 materials ready → piloting underway before full rollout
- ▶ CBC Delivery & Communication (Output 1.2)
 - ▶ Communication Strategy developed (costed draft) → pending approval (April 2026)
 - ▶ Integration into MTEF 2026/27 for sustainability
 - ▶ CBC rollout communication (media, documentary, conference) in preparation
- ▶ Assessment & Inspection Systems (Output 1.4)
 - ▶ Inspection tools for Teacher Colleges developed & piloted → awaiting approval
 - ▶ ALAE mapping completed → rollout plan in place
 - ▶ Literacy & Numeracy Assessment Framework (LNAF) developed & approved
 - ▶ Nationwide orientation conducted for teachers and stakeholders

Progress on Fixed Tranche Interventions

INTERMEDIATE OUTCOME 3: IMPROVED GENDER EQUALITY AND INCLUSION

- ▶ Gender Mainstreaming (Output 3.1)
- ▶ Guidelines developed & disseminated (SRH, GBV, Gender & Life Skills)
- ▶ 600+ copies of gender-inclusive textbook guidelines printed
- ▶ 348 officials & teachers trained on gender, SRH, and life skills
- ▶ Student life skills framework developed → 691 stakeholders trained
- ▶ Key activities (EMIS, focal points) delayed → rescheduled to 2026/27
- ▶ Inclusive Education Systems (Output 3.2)
- ▶ Pre-Enrolment Assessment (PEA) system established
 - ▶ National & district multidisciplinary teams formed
 - ▶ Assessment centres set up (Unguja & Pemba)
- ▶ Inclusive education guidelines developed:
 - ▶ Intellectual Impairment, Visual and Hearing Impairment guidelines completed;
 - ▶ Autism pending
 - ▶ Teacher training (600 teachers) planned for implementation
- ▶ ALAE Strengthening
 - ▶ Mapping of ALAE services completed & approved
 - ▶ Implementation plan developed → focus on OOSC & youth

Progress on Fixed Tranche Interventions

INTERMEDIATE OUTCOME 4: IMPROVED EFFECTIVENESS AND EFFICIENCY IN EDUCATION MANAGEMENT

- ▶ Planning, Data & Monitoring Systems (Output 4.3)
 - ▶ Data requirement Guideline for education data systems under development: Inception report & mapping tools completed
 - ▶ Data training and visualization activities pending (linked to guideline)
 - ▶ IEC materials (banners/posters) not yet implemented
- ▶ Capacity Building for Service Delivery
 - ▶ School grant management training completed (2024) : 1,241 participants trained (99.7%)
 - ▶ ZESTP dissemination successfully conducted:
 - ▶ 2,553 stakeholders reached across Unguja & Pemba

Progress on Variable Tranche

Achievement against planned target

- ▶ DLI 1.1 Primary Teachers Postings Are Compliant with Staffing Priorities: P-TAP applied; 100% compliance achieved in FY 2024/25. (TAP; Analytical paper; teacher deployment)
- ▶ DLI 2.3 Teachers Continuous Professional Development Is Institutionalised: TCPD guidelines operational; 31% of teachers recorded in TTPDS against a target of 7%. (Guideline; in-service teacher training)
- ▶ DLI 1.5B Primary Classroom Construction Is in Compliance with Actual Needs: 703 classrooms constructed, 641 compliant with prioritisation. (Plan/CAP;
- ▶ DLI 1.4D School Operating Budgets Disbursed as per Manual: 77% pre-primary and 71% primary SOB disbursement rates achieved against a target of 15%-20% (SOB Study; SOB Guidelines; SOB distribution)
- ▶ DLI 2.1A Education Sector Share of Government Recurrent Budget: Budget share reached 18.9% in FY 2024/25 against a target of 20%

Fund Release

Year	Incentives	Released
2023/24	1,875,000	100%
2024/25	1,875,000	92%
2025/26	1,875,000	NA
2026/27	1,875,000	NA
Total	7,500,000	

STG Total Expenditure

SN	Intermediate Outcomes	Total Budget	Expenditure	% Expenditure
1	Pre-Primary and Primary Education CBC Rolled Out	1,069,415	877,109	82%
2	Systems for Teacher Management and Development improved	NA	NA	NA
3	Improved Gender Equality and Inclusion	876,152	380,019	43%
4	Improved Effectiveness and Efficiency in Education Management	575,681	224,355	39%
	Management and Supervision	1,737,752	678,730	39%
	Total	4,259,000	2,160,213	51%
	DLIs (Under PERZ)	7,500,000	3,606,000	48%
	Total	11,759,000	5,766,213	49%